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IDENTIFIERS World Community; *World Order

ABSTRACT

A central purpose of this curriculum resource is to help students at the secondary level gain mental images, concepts, vocabulary, and learning skills they can use to comprehend the rather vast idea of world order and gain a world perspective on contemporary affairs. Emphasis is on presenting learning experiences designed to arouse controversy, generate questioning attitudes, and challenge young people to think critically about important global concerns of their generation and the future. The teaching strategies, activities, and audiovisual and print materials emphasize direct student participation and involvement on both affective and cognitive levels. The resource bulletin contains a course of study, suggested readings and audiovisual materials for instruction, and suggested references for further information on war and peace studies, as well as address lists of resource organizations and materials vendors. The course outline is organized around the major themes of war, war prevention, and world order and is amplified with several broad questions and many subquestions for inquiry under each theme. (Author/JH)

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
BUREAU OF SOCIAL STUDIES
131 LIVINGSTON STREET
BROOKLYN, NEW YORK 11201

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history and social science resource bulletin

WAR AND PEACE STUDIES:

WAR AND WAR PREVENTION

WORLD ORDER

ELECTIVE MINI-COURSES
ENRICHMENT FOR EXISTING COURSES
FOR
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PRELIMINARY EDITION
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ACKNOWLEDGEMENTS

This curriculum bulletin, War and Peace Studies, was developed under the direction of Dr. Edythe Gaines, Executive Director, Office of Educational Planning and Support, as a staff project of the Bureau of Social Studies, Florence Jackson, In Charge.

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We recognize that modern life is characterized by social change in unprecedented rate and dimension. We know, in a general way, that science and technology have brought about rapid and drastic changes in the conditions of life. We sense that the present contains hitherto undreamed of possibilities for wide betterment of human life on earth and contains, also, hitherto undreamed of and very actual possibilities for extinction of humankind. The economist, Kenneth Boulding puts it succinctly: "If the human race is to survive, it will have to change its way of thinking more in the next 25 years than it has in the past 25,000."

Most people agree, for example, that war is bad and nuclear war will be catastrophic. Yet, to what extent are public school students in New York City analyzing the immensely complicated problem of securing world peace for their generation? Most young people are aware of only small parts of the whole issue of shaping a peaceful world because it comes to them as isolated fragments, usually in Social Studies and English instruction, like pieces in a jigsaw puzzle. There is great need for a comprehensive study of world peace for a coherent point of view, fresh thinking and attitudes.

The term 'World Order' is used to convey the concept of a world at peace - without war and without strife. World order is a big subject for anyone, adult or adolescent. It is also a new subject for most teachers and students. A central purpose of this publication is to help students gain mental images, concepts, vocabulary, and learning skills they can use to comprehend an idea as large as world order.

International tensions in our atomic age and growing awareness of global community are pressing young people to acquire a world perspective on contemporary affairs. Social Studies teachers have an obligation to assist students in their search for a world outlook. This curriculum resource is offered as a beginner's roadmap in that search.

WHAT THIS BULLETIN CONTAINS

This curriculum publication contains a course of study, suggested readings and audio-visual materials for instruction, and suggested references for further infor-

possibilities for extinction of humankind. The economist, Kenreth Boulding puts it succinctly: "If the human race is to survive, it will have to change its way of thinking more in the next 25 years than it has in the past 25,000."

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WHAT THIS BULLETIN CONTAINS

This curriculum publication contains a course of study, suggested readings and audio-visual materials for instruction, and suggested references for further information on war and peace studies.

The course outline is organized around two major themes (1) War and War Prevention (2) World Order. Each theme presents several broad questions and many subquestions for inquiry. Suggested readings and audio-visual materials are provided for each theme.

Theme One, War and War Prevention, presents two broad questions:

What are causes of war?
What offers the best possibilities for war prevention?

Theme Two, World Order, presents six broad questions:

How can the concept of world order be understood?
How can conflict resolution promote world order?
What can be done to reduce social injustice and promote world order?
How can world peacekeeping promote world order?
How can global ecological balance promote world order?
The future: What kind of world do you want?

HOW TO USE THIS BULLETIN

The course of study can serve for one term electives, mini-courses, or supplements to existing courses in junior and senior high school. The course outline is not prescriptive. It is designed for flexibility and should be freely adapted to meet school time schedules, teaching-learning strategies and pupil interests.

War and Peace Studies is not intended to be a textbook based course oriented to recall, mastery of data and purely cognitive objectives. Teaching strategies, activities and audio visual and print materials should emphasize direct student participation and involvement in the learning process, on both the affective and cognitive levels. Teachers are encouraged to engage pupils in simulation, roleplaying, media production, individualized and group projects and creative arts. Learning experiences in War and Peace Studies should arouse controversy, question attitudes and values, and challenge young people to think critically about important global concerns of their generation and the future.

The Bureau of Social Studies is prepared to assist supervisors and teachers in the sharing and distribution of curriculum resources in peace education. These should be sent to: Florence Jackson, In Charge

Bureau of Social Studies

131 Livingston Street

Brooklyn, New York 11201

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WAR, WAR PREVENTION, AND WORLD ORDER

UNIT NO. 1: WAR AND WAR PREVENTION

I. What Are Causes of War?

A. Are human beings a cause of war?

Investigation of "human nature"

Positive and negative uses of aggression in human beings

Reasons for individual levels of violent behavior

B. Does aggression in individuals reflect cultural values and life styles in a society?

The art and science of making men and women psychologically ready for war

Cultural conditioning for in-group chauvinism, nationalism

*Selected Case Studies: Sparta and Athens
Soviet Union and United States

Is there a discrepancy between articulated and actual values?

Is war exalted or considered a necessary evil?

Who fights wars? Is there a warrior class?

How are warriors regarded?

How are opponents in warfare regarded? as equals? as inferiors?

C. Are Nation-States a Cause of War?

Role geographic factors play in creating hostility between nations

Extent to which wars are caused by desire for land, resources and economic national interest

Belligerent and militaristic values lead to war: Sparta, Imperial Germany, Imperial Japan, Nazi Germany*

Domestic, internal difficulties lead to war and foreign adventures

Interrelationships between nationalism and war

Concepts of power politics, geopolitics, balance of power, national interest lead to war

Functions of the nation-state: duties and responsibilities of sovereign state which have led to the use of warfare

D. Are differences in ideologies and religions a cause of war?

e.g. Moslem Empire, Crusades, Arab States vs Israel

E. How is warfare conducted in the modern world?

Limited Warfare. e.g. Vietnam
Guerrilla Warfare. e.g. Middle East

The art and science of making men and women psychologically ready for war

Cultural conditioning for in-group chauvinism, nationalism

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D. Are differences in ideologies and religions a cause of war?

e.g. Moslem Empire, Crusades, Arab States vs Israel

E. How is warfare conducted in the modern world?

Limited Warfare. e.g. Vietnam
Guerrilla Warfare. e.g. Middle East
"Total War". e.g. World War I*
World War II*
An Atomic War: What is it like?

Contrast between explosive power of conventional and atomic weapons

Measurement of destructive capacity of atomic bombs

The immediate and long-range effects of atomic bombing of Japan

Scenarios and projections on what would happen if the United States were bombed with atomic weapons

*See Curriculum Bulletin, Board of Education, History and Social Science Series, Grade 10, World Studies, Western Civilization, History and Culture.

F. How Does Warfare Effect Us as Individuals?

1. What is it like to be a soldier?

*Selected Case Studies: World War I (All Quiet on The Western Front by Remarque)
World War II (Slaughterhouse Five by Vonnegut)
Vietnam

Armed Forces life style

The reality of combat: ground, air, sea

Individual responsibility: Geneva Conventions and Nuremberg Principles

Selected Case Studies: Lieutenant Calley
Nuremberg Trials

2. What is it like to be a civilian in a war?

Selected Case Studies: World War II
Vietnam

Number of civilian casualties dead, wounded, and homeless is high in modern war.

Restrictions are placed on personal liberties, movement.

Social and cultural activities of individuals are restricted

Economic hardships are encountered

Normal family life is disrupted

Treatment of suspected enemies of the nation

Selected Case Studies: The Holocaust - the mass murder of Jews, Non-Jews in World War II (Night by Wiesel)

Relocation of Japanese - Americans in California in World War II

3. What are the long-range effects of warfare on the individual in modern society?

ideals and aspirations

ways of earning a living

family structure

Roles of women, men (civilians & soldiers); effects on children and dependent people

Societal mores and values

4. To what extent can an individual refuse to participate in a war?

When, if ever, should a man refuse induction into the armed forces?

Principles

Selected Case Studies: Lieutenant Calley
Nuremberg Trials

2. What is it like to be a civilian in a war?

Selected Case Studies: World War II
Vietnam

Number of civilian casualties dead, wounded, and homeless is high in modern war.

Restrictions are placed on personal liberties, movement.

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family structure

Roles of women, men (civilians & soldiers); effects on children and dependent people

Societal mores and values

4. To what extent can an individual refuse to participate in a war?

When, if ever, should a man refuse induction into the armed forces?

What is the meaning of "pacifist", "conscientious objector", "selective objection"?

When, if ever, should amnesty be granted to deserters and draft evaders?

*N.B. Teachers are encouraged to select case studies which meet the interests and concerns of students, school, and community

II. What Offers The Best Possibilities of War Prevention?

A. Can The Super-Powers Maintain Peace?

1. What are the basic elements of national power?

Demography - Human resources

Geography - Natural resources

Economic development: industrial capacity, technological advancement, financial strength, foreign investments

Military power: atomic arsenal (if any), conventional weapons system, manpower capability, skills and education.

Historical, psychological, and moral aspects of culture, Governmental stability, authority.

2. What is the nature of power politics?

The Concert of Europe, 1815-1914 - A Case Study

United States in The Far East, 1889-1972 - A Case Study

The concept of the balance of power

The status quo - the concept of legitimacy

Dynamics of Imperialism

Role of political ideology

Imperatives of prestige, honor, "Face Saving"

Influence of personalities on events

Emotional aspects of power politics: fear, chauvinism

B. Can a Revised and Strengthened United Nations Prevent War? (See Theme No. 2: World Order)

1. The League of Nations and the United Nations: A Comparative Case Study*

Origins, Purposes and Functions

Organization

Strengths and Weaknesses

Major successes and failures

Strengthening the United Nations: Charter revisions
regional organizations
functional organizations

2. How Can The United Nations Enforce World Law?

What is the meaning of the concept "world law"

Purposes of all law, methods of law-making, law enforcement

Historical, psychological, and moral aspects of culture, Governmental stability, authority.

2. What is the nature of power politics?

The Concert of Europe, 1815-1914 - A Case Study

United States in The Far East, 1889-1972 - A Case Study

The concept of the balance of power

The status quo - the concept of legitimacy

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2. How Can The United Nations Enforce World Law?

What is the meaning of the concept "world law"

Purposes of all law, methods of law-making, law enforcement

Definitions of world law; international law: differences between them

Historical development of world law and international law: Theories, precedents, statutes, United Nations resolutions.

Conversion of international law into world law: compulsary jurisdictions, enforcement procedures as revisions of United Nations Charter

Distribution of international and supra-national political power

International economic, political, and social arrangements

*See Curriculum Bulletin, Board of Education, History and Social Science Series, Grade 10, World Studies, Western Civilization - History and Culture

3. Are forms of world government possible? Necessary?

   Existing barriers: political, cultural, psychological

   Developments: Trans-national poltiical, economic and social developments

   What are emerging global problems calling for world-wide solutions?

   Evidence of emerging global community

C. Can International Disarmament Arrangements Be Established to Prevent War? (See Theme No. 2: World Order)

1. When is a nation secure in the modern world?

   Meaning of the "arms race"

   Purposes of disarmament agreements

   Existing disarmament agreements: limitations on conventional weapons, results of SALT Treaties

   Prospects for multi-lateral agreements; uni-lateral agreements

2. What is the meaning of complete and general disarmament?

   Differences between general disarmament and arms limitation

   Differences between general disarmament and arms control

SUGGESTED BIBLIOGRAPHY - WAR AND WAR PREVENTION

An explanation of abbreviations and symbols

(T) For the teacher

PB Paperback

Where there is no designation, the book is listed for high school students. It should be noted that many materials for students are also useful for the teacher. Items marked 'T' alone are generally appropriate only for the teacher.

Many references in this section and additional bibliography, print and visual, are available in a highly recommended work:

Teaching About War and It's Control:

Selective Annotated Bibliography For The Social Studies Teacher edited by William A. Nesbitt (The University of the State of New York, The State Education Department, 1972)

Alleman, Janet E. and Chapin, June R. (eds): Voices of A Nation: A Source Book for American History, Field Educational Publications, 1972

Barnet, Richard J.: The Economy of Death, Atheneum, 1969

Bloomfield, Lincoln P.: Disarmament and Arms Control, Foreign Policy Association, 1968, Pb. (Headline Series No. 197)
The U.N. and World Order, Foreign Policy Association, 1969, Pb. (Headline Series No. 197)

Boulding, Kenneth E.: The Meaning of the 20th Century, Harper Colophon, 1964 Pb.

Boyle, Kay and Von Gundy, Justine (eds.): Enough of Dying, Dell. 1972, Pb.

Eisenstadt, Murray (ed.): United States Foreign Relations 1899-1970's,

Frank, Jerome D.: Psychological Aspects of War and Peace, Vintage, 1968, Pb.

Goettel, Elinor: America's Wars - Why? Julian Messner, 1972

Hals Halsler, Warren W. Jr. (ed.): The President as Commander in Chief, Addison-Wesley, 1971, Pb.

Harris, Jonathan: Hiroshima: A Study in Science, Politics, and the Ethic of War, Addison-Wesley, 1970

Huberman, Edward and Elizabeth (eds.): War: An Anthology, Washington Square Press, 1969, Pb.

Kennan, George F.: American Diplomacy 1900 - 1950, Mentor Books, 1951, Pb.

(T)Montegu, Ashley M.F. (ed.): Man and Aggression, Oxford University Press, 1968 Pb.

(T)Morganthau, Hans J.: Politics Among Nations: The Struggle for Power and Peace, Knopf, 1967

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Kennan, George F.: American Diplomacy 1900 - 1950, Mentor Books, 1951, Pb.

(T)Montegu, Ashley M.F. (ed.): Man and Aggression, Oxford University Press, 1968 Pb.

(T)Morganthau, Hans J.: Politics Among Nations: The Struggle for Power and Peace, Knopf, 1967

Polenberg, Richard (ed): America at War 1941-1945, Prentice-Hall, 1968, Pb.

Reardon, Betty and Griffith, Priscilla: Let Us Examine Our Attitude Toward Peace, World Law Fund, 1969

Remarque, Erich Maria: All Quiet on the Western Front, Fawcett, 1969, Pb.

Shafer, Boyd: Nationalism, Myth and Reality, Harcourt, Brace, 1955, Pb.

Shefter, Harry (ed): Anne Frank: The Diary of a Young Girl, Washington Square Press, 1952

Sohn, Louis B. and Clark, Grenville: Introduction to World Peace Through World Law, Harvard University Press, 1966, Pb

Twentieth Report of the Commission to Study the Organization of Peace: The United Nations: The Next Twenty-Five Years, Commission to Study Peace, 866 U.N. Plaza, New York, N.Y. 10017

Ward, Barbara: Spaceship Earth, Columbia University Press, 1966, Pb.

Weigley, Russel F. (ed.): The American Military: Readings in the History of the Military in Society, Addison-Wesley, 1969, Pb.

SUGGESTED AUDIO-VISUAL MATERIALS - WAR AND WAR PREVENTION

Title	Description	*Vendor
Motion Pictures		
A History of U.S. Foreign Relations	30 Min. (Series of 3)	U.S. State Dept.
An Armed World	30 Min. B/W	Indiana U. Film Center
Confrontation (1945-53) American Foreign Policy	32 Min. B/W	BAVI Service
Emperor's New Armor	6 Min. C.	Pyramid Films
Enter With Caution: The Atomic Age	53 Min. C.	C.C.M. Films
From Where I Sit	27 Min. B/W	U.S. State Dept.
Hat, The	18 Min. C.	McGraw-Hill
H-Bombs Over U.S.	10 Min. C.	Syracuse U. Film Library
How To Kill	11 Min. C.	Benchmark Films
Nationalism	20 Min. B/W	Encyclopedia Brit.
Neighbors	11 Min. C.	Syracuse U. Film Library
Night and Fog	31 Min. B/W	McGraw-Hill Films
Nisei, The: The Pride and The Shame	27 Min. B/W	C.C.M. Films
Shooting Gallery, The	6 Min. C.	Sim Productions
Soldier, The	7 Min. B/W	Father Peyton's Family Theater
Vivre (To Live)	8 Min. B/W	Contemporary Films
Warsaw Ghetto, The	51 Min. B/W	Time-Life Films
Who Owns The Bottom of The Ocean?	15 Min. C.	Doubleday
Sound Filmstrips		
Age of Megaton, The	1 F/S, 1 Lp, History of Atomic Weapons	Social Studies School Services
Causes of World War II, The	2 F/S, 2 Lp/Cas.	Educational Audio Visual
Emergence of U.S. as World Power	3 F/S, 3 Lp	Guidance Associates
Foreign Aid	1 F/S, 1 Lp	Guidance Associates
Growing U.S. Isolationism and World Politics	1 F/S, (C), 1 Lp/Cas.	Current Affairs
Hiroshima and Nagasaki	2 F/S, 2 Lp	Denoyer-Geppert
Nation-State, The	1 F/S, (C), 1 Lp/Cas.	Doubleday Multimedia
Pentagon, The	1 F/S, 1 Lp	Guidance Associates
War Crimes	1 F/S, (C), 1 Lp	Zenger Productions
Filmstrip		
Disarmament: Quest for Peace	N.Y. Times, Monthly, 1970-71 Series	New York Times
Multi-media		
Hiroshima Decision: Was the Use of A Bomb Necessary?	1 F/S (C), 1 Lp, 10 Photo Aids, Teacher's Guide	Zenger Productions
Man Against Man: A Study in Aggression and Conflict, Parts I and II	Sound-Slide Set	Center for Humanities
My Country, Right or Wrong?	50 Color Slides, 5	Social Studies School Services
Peace-Keeping: U.N. Business	95 Slides	U.N. Association
Relocation of Jpaanese Americans: Right or Wrong?	2 F/S, 2 Lp, 10 Photo Aids, Teacher's Guide	Zenger Productions

Hat, The	18 Min. C.	McGraw-Hill
H-Bombs Over U.S.	10 Min. C.	Syracuse U. Film Library
How To Kill	11 Min. C.	Benchmark Films
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Neighbors	11 Min. C.	Syracuse U. Film Library
Night and Fog	31 Min. B/W	McGraw-Hill Films
Nisei, The: The Pride and The Shame	27 Min. B/W	C.C.M. Films
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War Crimes	1 F/S, (C), 1 Lp	Zenger Productions

Filmstrip

Disarmament: Quest for Peace	N.Y. Times, Monthly, 1970-71 Series	New York Times

Multi-media

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Relocation of Jpaanese Americans: Right or Wrong?	2 F/S, 2 Lp, 10 Photo Aids, Teacher's Guide	Zenger Productions

Simulations

Crisis	International Crisis	Simile II
Diplomacy	Europe before World War I	Games Research
Inter-Nation	Interrelationship domestic and foreign policies	SRA
Nuremberg	International Tribunal	Interact
Star Power	Includes directions for own kit	Simile II
System Imperiled	Balance of power	CTIR, Denver Univ.

Audio-Visuals Cont'd

Title	Description	*Vendor
Television Video-Tapes		
League of Nations and U.N.	Set of 5 tapes	Bureau of Mass Communications, N.Y. State Educ. Dept.
Transparencies		
Conflict: Crisis Decision-Making	Current Affairs Case Study	Newsweek
Photo Aids		
Foreign Policy	Glossy photos	Cal Industries
U.S. Foreign Policy from A Cartoon View	50 cartoons, 11 1/2x14 glossy prints	Social Studies School Services
Newspaper Facsimiles		
Fifty Years of War and Peace	N.Y. Times front pages	New York Times

*See list of vendor addresses, page 27

THEME NO. 2: WORLD ORDER

I. How Can The Concept of World Order Be Understood as A Process of Becoming, Not A Distant State of Affairs Nor A Predetermined Goal?

1. What are some global characteristics of a just and peaceful world community?

world without war

peaceful conflict resolution

equitable distribution of the world's resources and productivity

international cooperation

human rights

economic and social development

disarmament

clean global environment

world law - based upon equitable power sharing and participation

2. What are some global problems in achieving a world community?

nuclear armament and its control

conventional war among nation-states

revolution and counter-revolution

group conflicts, tensions and violence

ecological imbalances: pollution of air, water; solid waste disposal

depletion of economic resources

gap between rich and poor nations

minimum standards of economic and social justice

social and economic tensions: tradition and change in developing nations

ethnocentrism: misperception, ignorance and fear

the international system of sovereign states

3. How is the concept of world order related to:

a personal value system

perception of people, nations and cultures?

4. How is the concept of world order related to the study of:

equitable distribution of the world's resources and productivity

international cooperation

human rights

economic and social development

disarmament

clean global environment

world law - based upon equitable power sharing and participation

2. What are some global problems in achieving a world community?

nuclear armament and its control

conventional war among nation-states

revolution and counter-revolution

group conflicts, tensions and violence

ecological imbalances: pollution of air, water; solid waste disposal

depletion of economic resources

gap between rich and poor nations

minimum standards of economic and social justice

social and economic tensions: tradition and change in developing nations

ethnocentrism: misperception, ignorance and fear

the international system of sovereign states

3. How is the concept of world order related to:

a personal value system

perception of people, nations and cultures?

4. How is the concept of world order related to the study of:

conflict resolution

war prevention

economic welfare

social justice

ecological balance?

5. Is a world community emerging?

biological and psychic unity of homo sapien

ethical and moral values of world religions

trans-national institutions and processes

mass literacy, education and communication

trans-national sciences and technologies

trans-national arts and culture

II. How Can Conflict Resolution Promote World Order?

1. How can conflicts be resolved among individuals?

Existing practices in conflict resolution:

child rearing

labor-management relations

teacher - pupil discipline

Counter-culture and conflict resolution

Communes

Cults of Eastern Religions

Hippies

Judaic and Christian concepts of conflict resolution

2. What is the significance of non-violent conflict resolution for social change?

distinctions between passive acceptance and non-violent means of forcing social change: Amish and Quaker responses to Vietnam War

historical use of non-violence in a democratic society: Vietnam War - petitions, delegations, parades, rallies, advertisements, silent vigils, periodicals, books, films

non-violence as a strategy of national liberation: Gandhi and Indian independence

distinctions between non-violence, civil disobedience and pacifism

political and ethical justifications for civil disobedience in a democracy: Abolitionists and Underground Railroad

Religious and philosophic roots of non-violent conflict resolution in Western and Eastern civilizations: Torah, Gospels, Chandogya Upanishad, Writings of Leo Tolstoy

3. Is non-violent conflict resolution possible in violent circumstances?

Non-violent strategies for social justice:

Martin Luther King Jr. in American South

Mohandas K. Gandhi in Africa and India

Cezar Chavez in California

Non-violence movement in Northern Ireland

Non-violent strategies in a totalitarian society: Campaign of Soviet Jews for emigration to Israel

Controversy on theories of violence versus non-violence for

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Controversy on theories of violence versus non-violence for social change: Mohandas K. Gandhi and Martin Luther King Jr. versus Frantz Fanon

III. How Can Reducing Social Injustice Promote World Order?

A. How are social tensions produced in a developed (rich) nation?

1. What is the extent of economic, social, and political injustice?

Who earns what: Per capita distribution of the national income

ethnic and racial distribution of national income

ethnic and racial profile of employment

Who spends what: Per capita consumption of goods and services

ethnic and racial profile of housing, education

Whose voice is heard: patterns of voter registration and voting

ethnic and racial profile of voters, officeholders

campaign and legislative influences - contributions, lobbies

2. What is it like to be poor in a developed (rich) nation?

characteristics of inner-city areas of the poor**

Selected Case Studies: The South Bronx, Brownsville/East New York,

The Catholic areas of Northern Ireland

profile of a welfare family

definition of poverty

survey of who are poor

effects of poverty on formative years of life - prenatal, infancy, childhood, schooling

the "culture of poverty"

effects of poverty on family relationships, self-image, aspirations

life chances of the poor

B. To what extent is political instability and social tension prevalent in developing (poor) nations?* e.g. Bolivia
Ecuador
Nigeria - Biafra Civil War

political instability - political change of power by assassination, coup d' etat: e.g. Togo
Dahomey
Chile

politics of despair and armed revolution, e.g. Cuba
Algeria

Whose voice is heard: patterns of voter registration and voting

ethnic and racial profile of voters, officeholders

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Dahomey
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politics of despair and armed revolution, e.g. Cuba
Algeria

regional secessionist movements, e.g. Biafra-
Bangledesh

politically unstable, repressive or authoritarian regimes
e.g. Greece
Spain
Libya

political instability and economic pressures threaten existing democracies, e.g. Republic of the Philippines

*See Curriculum Bulletin, Board of Education History and Social Science Series, Grade 2 World Studies Eastern Civilizations, Regional Studies

**See Curriculum Bulletin, Board of Education History and Social Sc...

vestiges of colonialism spawn liberation movements, nationalist movements of unification and civil war, e.g. Mozambique
Korea
Vietnam

C. How are world tensions related to the gap between developed (rich) and developing (poor) nations?

1. Power Politics and big power competition in developing regions, e.g. U.S. and Soviet Union in the Middle East
big power involvement in African political affairs

2. Structural relations between rich and poor nations: global dominance, mutual needs, trade, aid and investment policies, disproportion of world's resources consumed by "rich" nations e.g. economic domination
e. U.S. & Latin America
Soviet Union and Eastern Europe

3. Internal dissensions and pressures diverted by foreign adventures
e.g. Rhodesia
Union of South Africa

4. Legacies of European colonialism: racial tensions in Africa,
e.g. Rhodesia
Union of South Africa

5. The Third World concept: developing nations of dark skinned people vs. developed nations of white people, e.g. Caribbean Sea area
Pan African movements

6. The Afro-Asian bloc in political affairs of the United Nations

7. Marxist revolutionary movements, e.g. Castroism in Latin America

IV. What Can Be Done To Reduce Social Injustice and Promote World Order?

A. What can be done to reduce social injustice and promote world order in developed nations?

1. How can economic opportunity be broadened?

Expansion of private sector of the economy: increase in labor force

Government action: anti-poverty programs; work Programs

Civil rights laws enforced in areas of equal opportunity employment

Compensatory social policies in education

Reform of welfare assistance policies

2. How can social harmony be achieved?

cultural pluralism and humanism in education

enforcement of civil rights legislation in areas of integrated housing, education, public accommodations

3. How can political equality be achieved?

Attempts to overcome political apathy of poor

Attempts to curb potential abuse of politcal influence and power of individual and corporate wealth, vested interests

Concept of decentralization of political units, agencies and services

Alternative political structures: should changes be made, if so, how?

B. What can be done to reduce social injustice in developing nations and promote world order?

1. How can developing nations help themselves? e.g. India
Nigeria
China

Colonial experience: one crop economy, social class system, fluctuating world market prices, high tariffs and high interest on loans, inadequate transportation and marketing facilities

social, cultural and political obstacles to political stability and modernization

the revolution of rising expectations

agricultural development: government funded research, development and dissemination of information - seeds, fertilizers, breeding, land use, marketing

industrial development: government planning and allocations - priorities, raw materials, labor force, markets

Chase, Stuart: The Most Probable World, Penguin, 1968, Pb.

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Reform of welfare assistance policies

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industrial development: government planning and allocations - priorities, raw materials, labor force, markets

educational and cultural development: national and regional projects, foreign study and influences

balance sheet of successes and unfinished business

2. Can development assistance of rich nations reduce social injustice and promote world order?

   Purposes of development assistance: global, regional, and local

   Proposals for development: global, regional, local

   Forms of development assistance: international, multi-lateral, person-to-person

   Private investment and economic development

   Trade policies and economic domination

   Foreign aid and military aid and political domination

   Harmful effects of aid giving on local economy and culture

   Role of the multi-national corporation

3. Can intervention of rich nations reduce social injustice and promote world order?

   forms of intervention are practiced: expeditionary armed forces

   volunteer troops and advisors

   aid to indigenous guerrilla movements

   military aid and training

   Insurgency and Counter-insurgency: do they threaten world order?

   distinctions between conventional wars and guerrilla revolutionary warfare (insurgency)

   theories of revolutionary and guerrilla warfare

   differences between unilateral and multilateral interventions

   distinctions between conventional wars and counter insurgency responses to revolution

   American, Chinese, and Russian theories of their roles in insurgency and counter-insurgency: justifications for intervention

V. How Can Global Ecological Balance Promote World Order?

A. What are the characteristics of global ecological balance?

Concept of biosphere, the closed system of the earth's environment,

global interrelatedness of environmental peril points:

pollutants in the air

pollutants in the rivers and oceans

depletion of natural resources

endangered species

population pressure on food resources

land use

solid waste disposal

disposal of hazardous wastes

B. How are global trends related to ecological problems?

longer life span

increased consumption of goods and services

population growth

urbanization

rising expectations and demand for larger individual consumption

mechanization

the disproportion of the earth's non-replaceable resources consumed by Americans: about 6% of world population uses between 45-60%

C. Is population growth threatening world order?

current demographic studies

reliable demographic projections of population trends

relationship of population to global food consumption, living space, waste disposal

relationship of crowding to "quality of life" - stress, strain, nervous disorders, mental breakdown

pressure of population growth on living standards in developing nations

Controversial issues on population control:

Government policies and compaigns in non-communist nations

National policies and campaigns in communist nations

endangered species

population pressure on food resources

land use

solid waste disposal

disposal of hazardous wastes

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Controversial issues on population control:

Government policies and compaigns in non-communist nations

National policies and campaigns in communist nations

position of the Roman Catholic Church

abortion legislation controversy in the United States

D. Can global ecological balance be achieved through international cooperation?

current status of international cooperation for environment: studies, monitoring stations, agreements

obstacles to international cooperation for environmental issues: interrelatedness of pollution and economic growth

First and Third World perceptions and interests in area of ecology

E. How does ecological crisis challenge traditional nation-state and private goals and values?

nation-state economies duplicate production and distribution of goods and services

gross national product of advanced industrial nations based on personal consumption

personal, private value systems related to getting and spending in consumer cultures

increasing world-wide per capita consumtpion of earth's resources

projections and predictions of ecological trends by experts question mankind's survival: Barry Commoner, Paul Ehrlich

VI. How Can World Peacekeeping Promote World Order?

A. How Can World Disarmament Promote World Order?

1. Is arms control possible?

distinction between arms control and disarmament: which is more desirable; feasable? (See Theme No. 1)

universal, inspected, enforceable

evaluation of existing treaties, agreements: SALT talks

Soviet-Sino - American triangular balance of power: military realities

nuclear test-ban agreements

problems of inspection and verification

new weapon systems and limitations agreements

2. Is world disarmament possible by multilateral negotiated agreements?

distinction between arms control agreements and international disarmament negotiations

comparison and evaluation of current disarmament proposals

possibility studies of negotiated disarmament agreements: Soviet Sino, and American goals

problems of verification, inspection and control

3. Is world disarmament possible by unilateral disarmament

continuation of unilateral initiatives

interrelationship of unilateral disarmament, international disarmament agreement and enforcement powers

unilateral disarmament proposals and projected programs

economic and social consequences of disarmament on the international economy: on the American economy

civilian defense (non-violent resistance) as a component of unilateral disarmament

4. Is world disarmament possible by unilateral initiatives?

regional disarmament approaches

disarmed 'peace' zones

identification of areas of big power cooperation in hostile world

international climate of reduced tensions through graduated unilateral acts

realities

nuclear test-ban agreements

problems of inspection and verification

new weapon systems and limitations agreements

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disarmed 'peace' zones

identification of areas of big power cooperation in hostile world

international climate of reduced tensions through graduated unilateral acts

B. Is World Order Through World Law Possible: Is World Law Necessary?

1. What is the meaning of world law? (See Theme No. 1)

ideas of political theorists: Grotius, Rousseau, Kant

existing body of international, multinational agreements, pacts, treaties: Red Cross Conventions, Geneva Conventions, Conventions on Nuclear and Biological weapons

international tribunals of world law: Hague Court, League of Nations, International Court of Justice, United Nations Organization, Nuremberg Trials

system of rules, precedents and obligations through cases before international and national tribunals and war crime trials: Tokyo War Crimes Trial, Eichmann Trial, court martial of Lt. Calley

2. What is the historical record of peacekeeping through world law?

League of Nations and United Nations - Comparative Case Studies *

historical record of League of Nations:*

historical record of United Nations:*

e.g. Iran (1946), Indonesia (1947), Suez (1956), Cyprus (1968)

3. Can world law be strengthened through regional and functional international organizations?

comparison and evaluation of regional and functional organizations:
e.g. European Economic Community
Organization of American States
World Health Organizations
International Bank for Reconstruction and Development

international cooperation on global problems: highjacking, narcotics traffic, ecology

regionally based economic policy-making: European Common Market

compatibility and incompatibility of regional and functional international authorities and nation-state interests

4. Can world law be strengthened through world government?

approaches to world government through strengthening the United Nations: U.N. Charter revision ceding portion of nation-state authority to U.N.

World Federalism: creating new, more powerful world organization by nation-state agreements on division of powers

World Constitutional Convention for world law by treaty

*See New York City Board of Education Curriculum Bulletin, Grade 10, World Studies: Western Civilization

VII. The Future: What Kind of World Do You Want?

A. How can future world conditions be comprehended?

1. How can future world conditions be comprehended through trend identification?

congested and urbanized concentrations of population

mobile populations: migrations from rural to urban centers

technological societies: machine performance, fossil-fuel energy powered

Brain-intensive occupations: greater demand for literacy, machine-tending skills

regulation and alteration of human behavior: medicine, psychiatry, drugs, mass media

socio-economic trends: global distribution of goods and services

2. How can future world conditions be comprehended through future projections?

identification of trends and sub-trends

visual and graphic plotting of trends

statistical, computer-based projections of quantitative trends

3. How can future world conditions be comprehended through the literature of futurism?

Daniel Bell (ed) Toward The Year 2000: Work In Progress

Harrison Brown (et.al) The Next Hundred Years

Aldous Huxley Brave New World

George Orwell 1984

B.F. Skinner Beyond Freedom and Dignity

Alvin Toffler Future Shock

4. How can future world conditions be comprehended through policy creation?

problem-solving scenarios of options and choices based on current data: clean air, pure water, safe streets

policy creation based on a desirable future model (an exercise in how to achieve a desirable future)

policy creation based on simulation strategies and games.

B. To what extent are futuristic trends influencing values, attitudes and behavior?

popularization of futurism: Future Shock

Brain-intensive occupations: greater demand for literacy, machine-tending skills

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popularization of futurism: Future Shock

human behavior theorists: B.F. Skinner

syndrome of violence: Clock-Work Orange

loss of freedom and identity: George Orwell, Franz Kafka

challenges to traditional religions: "God is Dead" doctrines, cults of mysticism, estrangement of young from church and synagogue life - counter trends: Jesus people and jewish communes

voluntarism and ecology: zero-population growth movement, symbolic rejection of consumerism - communes, organic foods

voluntarism and war/militarism: pacifist movements, draft resistance, counter-culture's glorification of anti-hero

privatism, political apathy and politics of despair: drug culture, apolitical youth and radical youth

C. What Kind of World Can You Expect? What Kind of World Do You Prefer?

1. How can you know what kind of world to expect?: Broad Questions for the study of relevant, "Expected" Future Models.*

What situations now exist and what are dominant trends?

What situations are likely to emerge in the near future (e.g. the year 2000) if present trends continue?

What situations are preferable, given one's values

If expected situations are different from the preferred, what can one do to eliminate the difference?

2. How can you know what kind of world you prefer?: Teaching Strategies for values clarification**

Teaching strategies materials and methods which help students become aware of the beliefs and behavior they prize and would be willing to stand up for in and out of the classroom: ***

e.g. Open-ended questions, exercises such as:

20 Things You Love To Do
One Year To Live With $10,000
When I Die, Say This of Me

Teaching strategies materials and methods which encourages students to consider alternative modes of thinking and acting and to weigh the pros and cons and the consequences of the various alternatives

e.g. role-playing: e.g. One doctor and 10 patients in need of one kidney machine

simulation games: e.g. Starpower, Atomic Shelter, Six Places and Twelve Applicants, Guns and Butter
scenario: Airplane crashes on remote uninhabited Island

Case Studies - The Nuremberg Trials
Japanese-American Relocation Camps

Teaching strategies, materials and methods which help students consider whether their actions match their stated beliefs, and if not, how to bring the two into closer harmony.

e.g. Questionnaire - "Ever Been In Any of These Situations?"
"How Do You Relate To----?"

Teaching strategies, materials and methods which give students options, in and out of class, in order to make their own choices and evaluate the actual consequences.

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Teaching strategies, materials and methods which give students options, in and out of class, in order to make their own choices and evaluate the actual consequences.

e.g. Independent Study and Self-Pacing
Community Social Service
Political and Legal Action Projects

*For illustrations of projected trends and relevant future models in war/peace studies see Data On The Human Crisis: A Handbook for Inquiry edited by William A. Nesbitt, The New York State Education Department, 1972

**For further study of values clarification rationale and teaching strategies see Introduction To Value Inquiry by Jack Nelson, Hayden Books, 1973

***For reference to strategies, materials, and methods consult Institute For World Order, 11 West 42nd Street, New York, New York 10036

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SUGGESTED AUDIO-VISUAL MATERIALS - WORLD ORDER

Title	Description	*Vendor
Motion Pictures		
A Valparaiso	30 Min. B/W	BAVI Service
At Home, 2001	25 Min. C.	BAVI Service
Brother Francis and Sister Earth	43 Min. B/W	Mass Media Minist.
Challenge to Mankind	28 Min. B/W	BAVI Service
Children of The Dust (Peru)	27 Min. B/W	World Horizon
City and The Future, The	28 Min. B/W	BAVI Service
Decision at Delano (grape worker's strike)	30 Min.	Mass Media Minist.
Environment	28 Min. C.	BAVI Services
Germ and Chemical Warfare	30 Min. B/W	Carousel Films
Giants, The	10 Min. C.	Sim Productions
Hole, The	15 Min. C.	Brandon Films
Homo Homini	11 Min. C.	Mass Media Minist.
Hope of Disarmament	30 Min. B/W	Indiana Univ.
Hunger in America, Parts 1 & 2	54 Min. C.	BAVI Service
Like a Beautiful Child (Black hospital workers organize)	27 Min.	Indiana Univ.
Man and His Resources	28 Min. B/W	BAVI Service
Other Americans, The	59 Min. B/W	WJZ - T.V.
People By The Billions	28 Min. B/W	BAVI Services
Revolution in Human Expectations	29 Min. B/W	BAVI Service
South: Roots of the Urban Crisis, The	27 Min. C.	BAVI Service
South America: Votes or Violence?	60 Min. B/W	Indiana Univ.
Sound Filmstrips		
American Poor: A Self Portrait	2 F/S, 2 Lp	Guidance Associates
Crisis of the Environment	Set of 5	New York Times
Environment: Changing Man's Values	1 F/S, 1 Lp	Guidance Associates
Free Will and Utopias,	2 F/S	Schloat Productions
Systems of World Order	1 F/S, 1 Rec.	Multicorn
Filmstrips		
Emerging World Instrument of Intervention	Foreign Policy Series	Encyclopedia Brit.
Multimedia		
Human Values in the Age of Technology, Parts I & II	2 slide sets & cassettes	Center for Humanities
Man Against Man: A Study of Aggression and Conflict, Part II	Slides and cassettes	Center for Humanities
Peace Games	Peace-keeping - simulations, sound filmstrips, and readings	Social Studies School Services
Toward the Year 2000: Can We Survive The Future?	2 slide sets & cassettes	Center for Humanities
Simulations		
Balance	Value Decisions on environment	Interact
Baldicer	World food production, distribution, consumption	American Freedom from Hunger Foundation
Conflict	Peacekeeping in a disarmed world	Institute for World Order

Environment	28 Min. C.	BAVI Services
Germ and Chemical Warfare	30 Min. B/W	Carousel Films
Giants, The	10 Min. C.	Sim Productions
Hole, The	15 Min. C.	Brandon Films
Homo Homini	11 Min. C.	Mass Media Minist.
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Simulations		
Balance	Value Decisions on environment	Interact
Baldicer	World food production, distribution, consumption	American Freedom from Hunger Foundation
Conflict	Peacekeeping in a disarmed world	Institute for World Order
Disunia	Emerging nations - new planet, 2087 A.D.	Interact
Guns or Butter	International decisions based on domestic resources and needs	Simile II
Intervention	Interrelationships - domestic and foreign policy decisions	SRA
Mission	Vietnam involvement	Interact
Plans	U.S. - Soviet negotiations	Simile II
State System Exercise, The	Decision-makers in three time settings	Markham Company

*See Vendor Addresses on page 27

Title	Description	Vendor
Television Video Tapes		
Apartheid: Twentieth Century Slavery	30 Min. B/W (Free Rental)	Div. of Ed. Comm.
E-Way: Europe's Route to International Cooperation	Color	Bureau of Mass Comm.
World Wide Communications	30 Min. B/W	Div. of Ed. Comm.
Transparencies and Rexographed Visuals		
Data on The Human Crisis: A Handbook for Inquiry	Collection of data and graphs from which transparencies and rexographed visuals can be produced	Center for Internat. Programs

RESOURCE ORGANIZATIONS

Academy of World Studies, 1844 Union Street, San Francisco, California, 94123

Ad Hoc Committee for Introducing Peace-Related Materials, 231 West 246th Street, Riverdale, New York, 10471

African-American Institute, 833 United Nations Plaza, New York, New York, 10017

American Freedom From Hunger Foundation, 1717 H. Street, N.W. Washington, D.C. 20006

American Friends of the Middle East, 1505 New Hampshire Ave., N.W. Washington, D.C., 20009

American Friends Service Committee, 160 North 15th Street, Philadelphia, Pa. 19102

American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire, 03755

Asia Society, 112 East 64th Street, New York, New York 10021

Atlantic Information Centre for Teachers 23-25 Abbey House, 8 Victoria Street, London SW1, England

Carnegie Endowment for International Peace, 345 East 46th Street, New York, New York 10017

Center for Inter-American Relations, 680 Park Avenue, New York, New York 10021

Center for Teaching about Peace and War, Wayne State University, 785 University Center Building, Detroit, Michigan 48202

Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210

Center for the Study of Democratic Institutions, P.O. Box 4446, Santa Barbara, California 93103

Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003

Council on Religion and International Affairs, 170 East 64th Street, New York, New York 10021

Educational Film Library Association, 17 West 60th Street, New York, New York 10023

Foreign Policy Association [illegible] 345 East 46th Street, New York, New York 10017

Institute For World Order, School Program, 11 West 42nd Street, New York, New York 10036

League of Women Voters of the U.S., 1730 M Street N.W. Washington, D.C. 20036

Studies in International Conflict Project, Center for International Programs and Comparative Studies, The State Education Department, Albany, N.Y. 12224

United Nations Association of the United States, 833 U.N. Plaza, New York, New York 10017

[illegible] (AGPA), Washington, D.C. 20451

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African-American Institute, 833 United Nations Plaza, New York, New York, 10017

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United Nations Association of the United States, 833 U.N. Plaza, New York, New York 10017

U.S. Arms Control and Disarmament Agency (ACDA), Washington, D.C. 20451

United States Department of State, Office of Media Services, Bureau of Public Affairs, Washington, D.C. 20402

VENDOR ADDRESSES

American Freedom from Hunger Foundation, 1715 H. Street, N.W., Washington, D.C.
BAVI Subscription Service, 131 Livingston Street, Brooklyn, N.Y. 11201
Benchmark Films, 145 Scarborough Road, Briarcliff Manor, N.Y. 10510
BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 10510
Brandon Films, 221 W. 57th Street, New York, N.Y. 10019
Bureau of Mass Communications, State Education Department, Albany, N.Y. 12224
CAL Industries, 76 Madison Avenue, New York, N.Y. 10016
Carousel Films, 1501 Broadway, New York, New York 10036
C.C.M. Films, 866 Third Avenue, New York, New York 10022
Center for Humanities, Two Holland Avenue, White Plains, New York 19603
Center for International Programs, State Education Department, Albany, N.Y. 12224
Contemporary Films, 330 West 42nd Street, New York, New York 10036
CTIR, Denver University, Denver, Colorado 80210
Current Affairs, 24 Danbury Road, Wilton, Connecticut 06897
Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640
Division of Educational Communications, State Education department, Albany, N.Y. 12224
Doubleday Multi-media, 277 Park Avenue, New York, New York 10017
Educational Audio Visual, Pleasantville, New York 10570
Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611
Father Peyton's Family Theater, 7201 Sunset Boulevard, Hollywood, Calif. 90046
Games Research, 48 Wareham Street, Boston, Massachusetts 02118
Guidance Associates, Pleasantville, New York 10570
Indiana University Film Center, Bloomington, Indiana 47405
Institute for World Order, 11 West 42nd Street, New York, New York 10036
Interact, Box 262, Lakeside, California 92040
Markham Co., 3322 West Peterson Avenue, Chicago, Illinois
Mass Media Ministries, 2116 North Charles Street, Baltimore, Maryland 21218
Multicorn Corporation, 507 Eigth Avenue, New York, New York 10017
McGraw-Hill/Contemporary Films, 1221 Avenue of Americas, New York, N.Y. 10020
New York Times Book and Educational Division, 229 West 43rd Street, New York, New York 10036
Newsweek Magazine, Educational Division, 444 Madison Avenue, New York, N.Y. 10022
Office of Media Services, Room 4831, Department of State, Washington, D.C. 20520
Pyramid Films, P.O. Box 1948, Colorado Avenue, Santa Monica, Calif. 90404
Schloat Productions, Pleasantville, New York 10570
SIMILE II, P.O. Box 1923, La Jolla, California 92037
Social Studies School Services, 10,000 Culver Boulevard, Culver City, Calif. 90230
SRA - Science Research Associates, 159 East Erie Street, Chicago, Illinois 60611
Syracuse University Film Library, 1455 East Calvin Street, Syracuse, N.Y. 13210
Time-Life Films, 43 West 16th Street, New York, New York 10011
United Nations Association, 833 United Nations Plaza, New York, New York 10017
WJZ - TV Programming, 3725 Malden Avenue, Balitmore Maryland 21211
Zenger Productions, 10,000 Culver Boulevard, Culver City, California 90230